






















# English Progression Overview

21 Steps Assessment – The National Curriculum Broken down into steps progression across the year



## Year 1

### AUTUMN Term

Reading	Term 1	Term 2																											
<p><b>Whole class book</b> <i>Specify whether it will be a writing focus or just for reading aloud</i></p>	<ul style="list-style-type: none"> <li>Penguin’s Hidden Talent</li> <li>Non Fiction- See Inside Your Body</li> <li>Black Book of Colour (poetry focus)</li> <li>(+ various books read for joy daily)</li> </ul>	<ul style="list-style-type: none"> <li>Various instructions (baking, craft, safety etc.)</li> <li>Cat in the Hat- Dr. Seuss</li> <li>Horton Hears a Who- Dr. Seuss</li> <li>(+ various books read for joy daily)</li> </ul>																											
<p><b>Guided Reading Skills Foci:</b></p> <p><b>Bronze Silver Gold</b></p> <div data-bbox="296 882 593 1344" style="border: 1px solid black; padding: 5px;"> <p><b>Reading Vipers</b></p> <p>Vocabulary Infer Predict Explain Retrieve Sequence or Summarise</p>  </div>	<p><b>Reading Viper Focus: Vocabulary and Retrieval</b></p> <table border="1" data-bbox="638 745 1632 1869"> <tr> <td rowspan="5"></td> <td>I am beginning to <b>blend</b> simple CVC, CVCC words.</td> </tr> <tr> <td>I can <b>read</b> most Common Exception Words (CEW) from EYFS.</td> </tr> <tr> <td>I can sound out most phonemes and I am able to <b>identify</b> common digraphs.</td> </tr> <tr> <td>I know a few familiar stories and I can <b>recall</b> some events.</td> </tr> <tr> <td>I can <b>track</b> reading in a sentence by tracing with my finger.</td> </tr> <tr> <td rowspan="5"></td> <td>I can <b>use</b> pictures and texts to identify meaning.</td> </tr> <tr> <td>I can <b>discuss</b> some simple features of fiction and non-fiction texts.</td> </tr> <tr> <td>I <b>understand</b> the features of a book and use these to help me understand what it is about.</td> </tr> <tr> <td>I can <b>answer</b> simple questions about texts I have read. 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	<b>21 Steps (National Curriculum)</b>	<p><b>Step 4:</b></p> <p><u>Words Reading:</u></p> <ul style="list-style-type: none"> <li>I can sound out most phonemes and I am able to identify common digraphs.</li> <li>I am beginning to blend simple CVC, CVCC words.</li> <li>I am learning new GPCs.</li> <li>I can read most Common Exception Words (CEW) from EYFS.</li> </ul> <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>I know a few familiar stories and I can recall some events.</li> <li>I can use pictures and texts to identify meaning.</li> <li>I can discuss some simple features; answering questions relating to, for example, changes in font size, details in illustrations or diagrams, identifying when somebody is speaking.</li> <li>I understand the features of a book and use these to help me understand what it is about. E.g Title, blurb... - I can join in with group reading of familiar stories.</li> <li>I can ask what unfamiliar words mean and remember them the next time I come across them.</li> <li>I recognise what a poem is and understand some sounds rhyme.</li> <li>I am familiar with some traditional tales and I know some of the features.</li> <li>I can say what I like about a story.</li> </ul> <p><u>Making Inferences:</u></p> <ul style="list-style-type: none"> <li>I can use stories I have already read to support my predictions.</li> <li>I can understand what the main characters are doing.</li> </ul>
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<b>Phonics – Letters and Sounds Progression</b>	<b>Term 1</b>							<b>Term 2</b>							
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>
		Phase 3: ai  CEW: the a	Phase 3: ee Phase 5: e_e  CEW: do to	Phase 3: igh  CEW: today of	Phase 3: oa  CEW: said says	Phase 3: oo  CEW: are were	Phase 3: ar  CEW: was is	Phase 3: or  CEW: his has	Phase 3: ur  CEW: I you	Phase 3: ow  CEW: your they	Phase 3: oi  CEW: be he	Phase 3: ear  CEW: me she	Phase 3: air  CEW: we no	Phase 3: ure  CEW: go so	Phase 3: er  CEW: by my

<b>Spelling – 21 Steps (National Curriculum)</b>  <b>(Linked to Phonics and Reading progression)</b>	<p><b>Step 4:</b></p> <ul style="list-style-type: none"> <li>I am beginning to spell common exception words.</li> <li>I am beginning to name the letters of the alphabet.</li> <li>I can 'ing' to basic root words (verbally).</li> <li>I know a verb as a 'doing word'.</li> <li>I can say a word slowly to hear all the phonemes</li> <li>I can segment spoken words into individual phonemes</li> <li>I can represent the phonemes I hear with phonically plausible spellings (i.e. not always correctly)</li> </ul>
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Writing	Term 1							Term 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Genre/Composition</b>	Baseline Assessment	Non Fiction- Captions/Labels/ Simple Sentences		Poetry- Little Black Book of Colour		Instructions- Life Skills Week		Instructions- Craft		Fiction- Dr Seuss Cat in the Hat & Horton Hears a Who				Recount Christmas Play	
<b>Writing: (Including EGPS) 21 Steps (National Curriculum)</b>		<ul style="list-style-type: none"> <li>Application of known GPCs</li> <li>Simple sentence structure</li> </ul>		<ul style="list-style-type: none"> <li>Adjectives and nouns.</li> <li>Introduce Language Through Colour</li> <li>Description</li> <li>HA- commas for expanded noun phrases.</li> </ul>		<ul style="list-style-type: none"> <li>Numbered lists</li> <li>Verbs</li> <li>Time openers</li> <li>CL and .</li> </ul>				<ul style="list-style-type: none"> <li>Fictional writing</li> <li>Reading stories aloud</li> <li>Adjectives</li> <li>Imaginative writing</li> </ul>				<ul style="list-style-type: none"> <li>Past tense</li> <li>Verbs</li> </ul>	
	<p><b>Composition:</b> <b>Step 4-6:</b></p> <ul style="list-style-type: none"> <li>I can plan or say aloud what I am going to write about.</li> <li>I can compose a sentence orally before writing.</li> <li>I can repeat my sentence before writing so that it is clear in my head and helps me to remember it.</li> <li>I can sequence sentences to form short narratives.</li> <li>I can write in a variety of different genre including poetry, real events, and fictional experiences and for different purposes.</li> <li>I can use and apply what I have learnt through sentence and word work.</li> <li>I can re-read what I have written to check that it makes sense.</li> <li>I can read aloud my writing clearly enough to be heard by my peers and the teacher.</li> <li>I can evaluate what I have written with the teacher or another pupil.</li> </ul> <p><b>Vocabulary and Grammar:</b> <b>Step 4:</b></p> <ul style="list-style-type: none"> <li>I use a simple sentence structure.</li> <li>I understand what a statement is.</li> <li>I understand what a question is.</li> <li>I understand what an exclamation is.</li> </ul> <p><b>Punctuation:</b> <b>Step 4:</b></p> <ul style="list-style-type: none"> <li>I can leave spaces between my words to help the reader see what I have written.</li> <li>I use full stops.</li> <li>I can match familiar looking capital and lower case letters</li> <li>I can write capital letters at the start of some words e.g. my name</li> </ul>														
<b>Handwriting: National Curriculum</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>														

**Handwriting:  
21 Steps**

**Step 4:**

- I can sit correctly at the table.
- I can hold a pencil comfortably and correctly, appropriately to my 'preferred' hand
- I am beginning to write lower case letters in the correct direction, starting and finishing in the correct place.
- I can form the digits 0-9.
- I can form some capital letters



# English Coverage

## Year 1

### SPRING Term



Reading	Term 3	Term 4																																		
<p><b>Whole class book</b> <i>Specify whether it will be a writing focus or just for reading aloud</i></p>	<ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>The True Story of the Three Little Pigs by Jon Scieszka</li> <li>First News (Newspaper article focus)</li> <li>See Inside Castles</li> <li>Various Castle information leaflets</li> <li>Story of Chinese New Year</li> <li>(+ various books read for joy daily)</li> </ul>	<ul style="list-style-type: none"> <li>Toys in Space by Mini Grey</li> <li>Traction Man by Mini Grey</li> <li>The Night the Toys Came to Life by Enid Blyton</li> <li>Toy Story Disney Pixar</li> <li>(+ various books read for joy daily)</li> </ul>																																		
<p><b>Guided Reading Skills Foci:</b></p> <p><b>Bronze Silver Gold</b></p> <div style="border: 1px solid green; padding: 5px; margin-top: 10px;"> <p style="text-align: center; color: green;"><b>Reading Vipers</b></p> <p style="font-size: small; margin: 0;"> <span style="color: red;">V</span>ocabulary  <span style="color: red;">I</span>nfer  <span style="color: red;">P</span>redict  <span style="color: red;">E</span>xplain  <span style="color: red;">R</span>etrieve  <span style="color: red;">S</span>equence or Summarise         </p> </div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: left; padding: 5px;">Reading Viper Focus: Retrieve and Predict</th> </tr> <tr> <td style="text-align: center; width: 15%;"></td> <td style="padding: 5px;">I can <b>read</b> GPCs within known words with increasing accuracy.</td> </tr> <tr> <td></td> <td style="padding: 5px;">I can <b>recognise</b> familiar words (CEW) in simple texts.</td> </tr> <tr> <td></td> <td style="padding: 5px;">I can <b>list</b> some of the differences between fiction and non-fiction.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="padding: 5px;">I know the general structure of the texts I am reading and can make a <b>prediction</b> based on these.</td> </tr> <tr> <td></td> <td style="padding: 5px;">I can <b>locate</b> and <b>retrieve</b> information from a text. <i>VIPERS Qs: Retrieve</i> What kind of text is this? 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	<b>21 Steps (National Curriculum)</b>	<p><b>Step 5:</b></p> <p><b>Words Reading:</b></p> <ul style="list-style-type: none"> <li>I can use my phonic knowledge to sound out digraphs and split digraphs.</li> <li>I can sound out graphemes (letters or groups of letters) for all 40+ phonemes.</li> <li>I can read GPCs within known words with increasing accuracy.</li> <li>I can recognise familiar words (CEW) in simple texts.</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>I know a range of familiar stories and I can talk about the main events, such as: beginning, middle and end.</li> <li>I can use my knowledge of texts that I have read to answer questions. E.g. what typically happens to good and bad characters?</li> <li>I can recognise the difference between fiction and non-fiction.</li> <li>I understand the familiar structure in certain stories and I can join in with repeated language.</li> <li>I can use my knowledge of texts to support reading of unfamiliar words.</li> <li>I can guess what new words mean, using clues from my teacher.</li> <li>I understand rhyming words and how they can be used in poems.</li> <li>I know a few traditional tales very well and I know the key characteristics.</li> </ul> <p><b>Making Inferences:</b></p> <ul style="list-style-type: none"> <li>I am beginning to understand how the characters have an impact on the main events in a story.</li> <li>I know the general structure of the texts I am reading and can make a prediction based on these.</li> <li>I understand the feelings of the main characters within a story.</li> </ul>
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Phonics – Letters and Sounds Progression	Term 3							Term 4						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Phase 4: Consonant blends	Phase 4: Consonant blends	Phase 4: Consonant blends	Phase 4: Consonant blends	Phase 4: Consonant blends	Phase 4: Consonant blends		Phase 4: Consonant blends	Phase 4: Consonant blends	Phase 4: Consonant blends	Phase 4: Consonant blends	Phase 4: Consonant blends	Phase 4: Consonant blends	
	Phase 5: ay a_e	Phase 5: ou  CEW: where love	Phase 5: ie i_e  CEW: come some	Phase 5: ea  CEW: one once	Phase 5: oy  CEW: ask friend	Phase 5: ir  CEW: school put		Phase 5: ue u_e  CEW: push pull	Phase 5: aw au  CEW: full house	Phase 5: wh  CEW: our your	Phase 5: ph  CEW: were where	Phase 5: ew  CEW: because	Phase 5: oe o_e  CEW: Tuesday Wednesda y	

<b>Spelling 21 Steps (National Curriculum)</b>  <b>Linked to Phonics and Reading progression</b>	<p><b>Step 5:</b></p> <ul style="list-style-type: none"> <li>I can apply simple spelling rules.</li> <li>I can recall the letters of the alphabet from memory.</li> <li>I can add 'ed', 'er', 'est' to a basic root word where no change is needed in spelling.</li> <li>I can spell the days of the week.</li> <li>I am beginning to understand the difference between singular and plural.</li> <li>I can represent the phonemes I hear with increasing phonic plausibility</li> </ul>
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Writing	Term 3							Term 4						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Genre/composition</b>  <b>Writing:</b> <b>(Including EGPS)</b> <b>21 Steps</b>	<b>Christmas Recount and New Year's Resolutions</b>	<b>Fiction- Chinese New Year Story</b>	<b>Fiction- Three Little Pigs/True Story of Three Little Pigs Drama Letter Writing</b>		<b>Non-Fiction- Castles Information Leaflet</b>			<b>Trip Recount</b>	<b>Descriptive Writing-Toys Lotso Bear-Toy Story</b>		<b>Fiction- Toys in Space</b>			
	<ul style="list-style-type: none"> <li>• Past tense</li> <li>• Adjectives</li> <li>• Verbs</li> <li>• Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Fictional writing</li> <li>• Setting and character description</li> <li>• e/es plural</li> <li>• because/but</li> <li>• -ed past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Drama</li> <li>• Formal writing</li> <li>• Question marks</li> <li>• -er –est</li> <li>• Adjective/verb/noun</li> <li>• Questions</li> </ul>		<ul style="list-style-type: none"> <li>• Persuasive language</li> <li>• CL for proper nouns</li> <li>• Plurals –s -es</li> </ul>			<ul style="list-style-type: none"> <li>• Past tense</li> <li>• Adjectives</li> <li>• Verbs</li> <li>• Questions</li> <li>• Simple paragraph</li> <li>• Headings</li> </ul>	<ul style="list-style-type: none"> <li>• -er –est</li> <li>• Adjective/verb/noun</li> <li>• Writing from a film stimulus</li> </ul>		<ul style="list-style-type: none"> <li>• Speech</li> <li>• Past tense</li> <li>• Imaginative writing</li> <li>• List writing</li> <li>• Invitation writing</li> </ul>			
<p><b>Composition:</b>  <b>Step 4-6:</b></p> <ul style="list-style-type: none"> <li>• I can plan or say out loud what I am going to write about.</li> <li>• I can compose a sentence orally before writing.</li> <li>• I can repeat my sentence before writing so that it is clear in my head and helps me to remember it</li> <li>• I can sequence sentences to form short narratives</li> <li>• I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes.</li> <li>• I can use and apply what I have learnt through sentence and word work</li> <li>• I can re-read what I have written to check that it makes sense.</li> <li>• I can read aloud my writing clearly enough to be heard by my peers and the teacher.</li> <li>• I can evaluate what I have written with the teacher or another pupil.</li> </ul> <p><b>Vocabulary and Grammar:</b>  <b>Step 5:</b></p> <ul style="list-style-type: none"> <li>• I am beginning to use the conjunction 'and', call it a 'joining word' and am beginning to use other joining words e.g. but.</li> <li>• I can use a simple sentence structure.</li> <li>• I can use a question.</li> <li>• I can use an exclamation.</li> <li>• I am beginning to use adjectives (colour, shape, size, emotion).</li> </ul> <p><b>Punctuation:</b>  <b>Step 5:</b></p> <ul style="list-style-type: none"> <li>• I use capital letters and full stops throughout my writing.</li> <li>• I understand what a sentence is and that it has a capital letter and a full stop.</li> </ul>														

	<ul style="list-style-type: none"><li>• I can match capital letters and lower case letters which are visually dissimilar</li><li>• I can write an increasing number of capital letters (e.g. in the days of the week and my friend's names)</li></ul>
<b>Handwriting: National Curriculum</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>• Sit correctly at a table, holding a pencil comfortably and correctly</li><li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• Form capital letters</li><li>• Form digits 0-9</li><li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li></ul>
<b>Handwriting: 21 Steps</b>	<p><b>Step 5:</b></p> <ul style="list-style-type: none"><li>• I can write lower case letters in the correct direction, starting and finishing in the correct place.</li><li>• I can form an increasing number of capital letters correctly.</li><li>• I am beginning to form full stop, question mark and exclamation mark.</li><li>• I am beginning to identify letters that belong to the same 'handwriting families'.</li></ul>
























# English Coverage

## Year 1

### SUMMER Term

Reading	Term 5	Term 6												
<p><b>Whole class book</b> <i>Specify whether it will be a writing focus or just for reading aloud</i></p>	<ul style="list-style-type: none"> <li>Life Cycle of a Butterfly</li> <li>Various non-fiction texts to look for common features</li> <li>www.switchzoo.com</li> <li>(+ various books read for joy daily)</li> </ul>	<ul style="list-style-type: none"> <li>Seasides in the Past- Magic Grandad</li> <li>What was it like in the Past? At The Seaside by Louise Spilsbury</li> <li>Sharing a Shell by Julia Donaldson</li> <li>Sea Star Wishes: Poems from the Coast by Eric Ode</li> <li>At the Sea Floor Café: Odd Ocean Critter Poems by Leslie Bulion</li> <li>(+ various books read for joy daily)</li> </ul>												
<p><b>Guided Reading Skills Foci:</b></p> <p><b>Bronze Silver Gold</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p style="text-align: center; color: #0070c0;"><b>Reading Vipers</b></p> <p>Vocabulary Infer Predict Explain Retrieve Sequence or Summarise</p>  </div>	<p><b>Reading Viper Focus: Explain</b></p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"></td> <td> <p>I <b>understand</b> the familiar structure in certain stories and I can join in with repeated language.</p> <p>I can <b>sound-out</b> graphemes (letters or groups of letters) for all 40+ phonemes.</p> <p>I can <b>recognise</b> familiar words (CEW) in simple texts.</p> </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>I can <b>self-correct</b> when I spot mistakes.</p> <p>I can <b>read</b> sections of text in my head and answer questions about it.</p> <p>I can <b>explain</b> common themes in books and <b>make connections</b> to previous texts.</p> <p><i>VIPERS Qs: Explain</i> Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?</p> </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>I can <b>summarise</b> key points in texts using my own words.</p> <p>I can <b>use</b> and <b>apply</b> information read in texts in my own writing.</p> </td> </tr> </table>		<p>I <b>understand</b> the familiar structure in certain stories and I can join in with repeated language.</p> <p>I can <b>sound-out</b> graphemes (letters or groups of letters) for all 40+ phonemes.</p> <p>I can <b>recognise</b> familiar words (CEW) in simple texts.</p>		<p>I can <b>self-correct</b> when I spot mistakes.</p> <p>I can <b>read</b> sections of text in my head and answer questions about it.</p> <p>I can <b>explain</b> common themes in books and <b>make connections</b> to previous texts.</p> <p><i>VIPERS Qs: Explain</i> Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?</p>		<p>I can <b>summarise</b> key points in texts using my own words.</p> <p>I can <b>use</b> and <b>apply</b> information read in texts in my own writing.</p>	<p><b>Reading Viper Focus: Infer</b></p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"></td> <td> <p>I can <b>sound-out</b> graphemes (letters or groups of letters) for all 40+ phonemes.</p> <p>I can <b>recognise</b> familiar words (CEW) in simple texts.</p> <p>I can read with increasing <b>fluency and expression</b>.</p> </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>I can <b>deduce</b> meaning from unfamiliar words based on their context in a sentence.</p> <p>I can <b>discuss</b> common themes and events.</p> <p>I can <b>identify</b> rhyme.</p> </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>I can <b>infer</b> meaning from written word.</p> <p><i>VIPERS Qs: Infer</i> Why was..... feeling.....? Why did ..... happen? Why did ..... say .....? Can you explain why.....? What do you think the author intended when they said.....? How does .....make you feel?</p> <p>I can <b>make connections</b> between events in books and my own experiences.</p> </td> </tr> </table>		<p>I can <b>sound-out</b> graphemes (letters or groups of letters) for all 40+ phonemes.</p> <p>I can <b>recognise</b> familiar words (CEW) in simple texts.</p> <p>I can read with increasing <b>fluency and expression</b>.</p>		<p>I can <b>deduce</b> meaning from unfamiliar words based on their context in a sentence.</p> <p>I can <b>discuss</b> common themes and events.</p> <p>I can <b>identify</b> rhyme.</p>		<p>I can <b>infer</b> meaning from written word.</p> <p><i>VIPERS Qs: Infer</i> Why was..... feeling.....? Why did ..... happen? Why did ..... say .....? Can you explain why.....? What do you think the author intended when they said.....? How does .....make you feel?</p> <p>I can <b>make connections</b> between events in books and my own experiences.</p>
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<p><b>21 Steps</b></p> <p><b>(National Curriculum)</b></p>	<p><b>Words Reading:</b></p> <ul style="list-style-type: none"> <li>I can use phonic knowledge to blend sounds together to read words, including long phonemes.</li> <li>I can read words without overt sounding and blending after a few encounters</li> <li>I can read the common exception words</li> <li>I can read accurately words containing GPCs that have been taught.</li> <li>I can read familiar endings to words (:s, :es, :ing, :ed, :er, :est).</li> <li>I am beginning to spot errors in decoding and attempt to self-correct</li> <li>I am starting notice contractions and am beginning to understand them.</li> <li>I am starting to be aware of, and use, alternative sounds for graphemes</li> </ul>													

- these will vary according to the phonics programme being used in your school

**Comprehension:**

- I can identify the main events or key points in a text.
- I can answer straight forward questions about a story.
- I can recognise the difference between fiction and non-fiction.
- I can recognise obvious story language- ‘Once upon a time.. Big Bad Wolf...’ and recognise a range of patterns in texts, including stories, rhymes and non-fiction.
- I can explain clearly my understanding of what is read to me
- I can recognise repetition of language in my reading.
- I can discuss what new words mean, linking new meanings to those I already know.
- I can appreciate rhymes and poem and recite some by heart.
- I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- I can participate in discussion about what is read to me, taking turns and listening to what others say.

**Making Inferences:**

- I can express opinions about main events and characters in a story.
- I can make simple predictions about the characters.
- I can recognise why a character is feeling a certain way.
- I can link what I read or hear to my own experiences, with support.

**Phonics – Letters and Sounds Progression**

	Term 5							Term 6						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Phase 5: ey  The /ŋ/ sound spelt n before k	Alternative GPCs: ai ay a_e ey  The /v/ sound at the end of words	Alternative GPCs: ee ea e_e y	Alternative GPCs: oa ow o_e	Double Consonant s: zz ss ff ll	Consolidation			-tch	Adding s and es to words (plural of nouns and the third person singular of verbs)	Adding the endings – ing, –ed and –er to verbs where no change is needed to the root word	Adding –er and –est to adjectives where no change is needed to the root word	Words ending –y	Using k for the /k/ sound	Consolidation/ Assessment

**Spelling– 21 Steps (National Curriculum)  
Linked to Phonics and Reading progression**

- Step 6:**
- I can confidently spell words containing the 40 phonemes.
  - I can confidently use letter names to distinguish between different spellings with the same sound.
  - I can add the prefix ‘un’ and recognise its impact.
  - I understand and use singular and plural and add correct suffixes.
  - I am able to use different ways of spelling long vowel phonemes.
  - I can add suffix -ing to a root word where no change is needed in spelling.
  - I can write a simple dictated sentence.

Writing	Term 5							Term 6						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Genre/Composition	Life Cycle of a Butterfly			Animal Fact Files				Non-Fiction: Seasides in the Past			Fiction: Magic Shell Stories		Poetry: Seasides	
	<ul style="list-style-type: none"> <li>• Non-Fiction writing C/C link with Science</li> <li>• ?</li> <li>• CL for proper nouns</li> <li>• Genre specific- creating a glossary/index</li> <li>• Using headings</li> <li>• Using conjunctions</li> <li>• Writing in a formal style.</li> </ul>			<ul style="list-style-type: none"> <li>• Non-Fiction writing C/C link with Science</li> <li>• Headings</li> <li>• Adjectives for effect</li> <li>• ? ! .</li> </ul>				<ul style="list-style-type: none"> <li>• Non-Fiction writing C/C link with History</li> <li>• ?</li> <li>• !</li> <li>• Editing</li> </ul>			<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Conjunctions</li> <li>• ? ! .</li> </ul>		<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Alliteration</li> <li>• Rhyme</li> <li>• !</li> </ul>	
Writing: (Including EGPS) 21 Steps	<p><b>Composition:</b>  <b>Step 4-6:</b></p> <ul style="list-style-type: none"> <li>• I can plan or say out loud what I am going to write about.</li> <li>• I can compose a sentence orally before writing.</li> <li>• I can repeat my sentence before writing so that it is clear in my head and helps me to remember it</li> <li>• I can sequence sentences to form short narratives</li> <li>• I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes.</li> <li>• I can use and apply what I have learnt through sentence and word work</li> <li>• I can re-read what I have written to check that it makes sense.</li> <li>• I can read aloud my writing clearly enough to be heard by my peers and the teacher.</li> <li>• I can evaluate what I have written with the teacher or another pupil.</li> </ul> <p><b>Vocabulary and Grammar:</b>  <b>Step 6:</b></p> <ul style="list-style-type: none"> <li>• I can use the conjunction 'and'.</li> <li>• I am beginning to use a series of simple sentence structures which may be repeated to write a story or recount.</li> <li>• I can write a statement, question and exclamation appropriately.</li> <li>• I can use adjectives to create an effect.</li> <li>• I can write a simple sentence dictated by the teacher.</li> </ul> <p><b>Punctuation:</b>  <b>Step 6:</b></p> <ul style="list-style-type: none"> <li>• I can use capital letters for proper nouns.</li> <li>• I can use capital letters, full stops, question marks and explanation marks to demarcate sentences.</li> <li>• I am aware of all capital letters/lower case pairs</li> </ul>													
	Handwriting: National Curriculum	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>												

**Handwriting:  
21 Steps**

**Step 6:**

- I am beginning to write letters that are all a consistent size.
- I am beginning to join letters that belong to the same 'handwriting families.'
- I can form full stop, question mark and exclamation mark, increasingly without a reminder.
- I can form the majority of capital letters.